

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

There were four main problems related to English teaching and learning in grade V-B in SD Muhammadiyah Sagan in the academic year of 2011/2012. Those problems were classroom management, students' character and teacher character, need of another media, lack of printed/given handouts, and need of various performance activities for students. To solve that problems and regard that listening skills are the significant skills to be comprehend by young learners, this study is aimed to develop storytelling in English to improve the listening skill for the students of grade V-B in SD Muhammadiyah Sagan in the academic year of 2011/2012.

The data were collected in two cycles. Little Red Hen and The Ugly Duckling were told in first and second meeting of cycle I. In the first, second, and third meeting of cycle II the researcher told The Cloud, The Three Billy Goats Gruff and The Enormous Turnip. Furthermore, the data were collected by using some instruments which are observations, audio-video recordings of classroom interactions, and photographs of the physical context, interviews, diaries kept by the researcher and classroom documents (researcher-made materials used, samples of student tasks, and self evaluations). After analyzing data collection, the brief result of this study is presented in the following table:

Table 8. Actions, Aims and Result of This Study

No	Actions	Aims	Result
1	Conducting storytelling as an interesting English teaching and learning technique to improve listening skills	<ul style="list-style-type: none"> <li>- Improving students' listening skills in English</li> <li>- Creating a good classroom management</li> </ul>	<ul style="list-style-type: none"> <li>- The students' listening skills were improved.</li> <li>- Storytelling could not create a good classroom management in six weeks.</li> </ul>
2	Using various media in conducting the storytelling	Do variation in using media to support storytelling activity make students do not feel bored	Using various media could support storytelling activity made students do not feel bored.
3	Giving printed/given handouts	Supporting students in learning English	Very important printed handouts would support students in learning English. Too many printed/given handouts would make them felt difficult to organize.
4	Giving instruction to do various performance activities in storytelling	Develop students' active characters into English teaching and learning context	Individual performance activities developed students' active characters but not for group activities.

Based on the brief result above, it can be concluded that storytelling could improve the listening skill for the students of grade V-B in SD Muhammadiyah Sagan in the academic year of 2011/2012 but could not create a good effective classroom management.

## **B. Implications**

The implications of conducting storytelling to improve students' listening skills based on this study are:

1. To the super active students, storytelling was successful to improve listening skills but unsuccessful to create a good effective classroom management. It implies that to super active students, TPR storytelling could be applied in the short term (less to six weeks). The students should do many activities while the teacher tells the story. The teacher cannot let them keep silent because they will make noise.
2. Using various media including non-electronic media was effective to support storytelling activity and made the students did not feel bored. It implies that the teacher should use various media to support the teaching technique he will apply. Those media, thus, are unlimited in the electronic media. The teacher could use anything and even recycled things to produce the new media. The students would be exited in those various media and they would not feel bored.
3. Giving printed/given handouts was unsuccessful in this study. The students could not organize the papers. It implies that the teacher may give them printed handouts, but it is very important to teach them how to manage the papers. If they cannot do that, the teacher should just distribute the very important printed handouts that support them in learning English.
4. Individual performance activities were successfully developed students' active characters but not for group activities. There was students' gap in the

class that made group activities were difficult to be conducted. It implies that the teacher should think the best activities to develop students' skills by recognizing their characters and condition.

### **C. Suggestions**

After conducting this research, the researcher offers several suggestions for English teachers and other researchers as presented below:

#### **1. To the English Teacher**

- a. Storytelling to super active students was not effective to create a good effective classroom management. Therefore the teacher should try to find appropriate TPR storytelling to be conducted to them.
- b. Using various media including non-electronic media was effective to support storytelling activity and made the students did not feel bored. The researcher hopes that the teacher uses another media and even recycled things to produce the new media.
- c. The researcher hopes that for young learners, the teacher should not give too many printed handouts because they may find difficult to organize the papers. The teacher should just distribute the very important printed handouts that support them in learning English and teach them how to organize that.
- d. The teacher should think the best activities to develop students' skills by recognizing their characters and condition. Inappropriate activities would make the lesson will be inefficient and boring for the students.

## **2. To Other Researchers**

- a. Other researches are suggested to conduct the other researches, especially to solve classroom management. Classroom management is a critical issue that highly influences the effectiveness of teaching and learning process.
- b. Because storytelling could improve students' listening skills, it is suggested to other researchers to continue any research about storytelling to young learners. Since storytelling can also develop students in another language skill, say, reading skill, the research in that is highly recommended.
- c. Since listening skills are very important to be developed especially to the young learners, other researchers are suggested to conduct another research to develop younger learners' listening skills.

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